



# Safeguarding and Child Protection Policy

## Leehurst Swan School

fully recognises its responsibilities for safeguarding and child protection



|   |   |                  |
|---|---|------------------|
| Approved by:                            | <br>Headteacher<br><br>Chair of Governors | Date: 08/08/2023 |
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| Next review due by:                     | 01/09/2024  |                  |



| Key Safeguarding Personnel  |   |              |  |
|---|---|--------------|--|
| Role  | Name  | Tel.         | Email  |
| Headteacher & DSL   | Mrs Mandy Bateman   | 01722 333094 | <a href="mailto:M.Bateman@leehurstswan.org.uk">M.Bateman@leehurstswan.org.uk</a>   |
| Deputy DSL & Head of Prep (SLT)   | Mrs Christina Oldham  | 01722 333094 | <a href="mailto:C.Oldham@leehurstswan.org.uk">C.Oldham@leehurstswan.org.uk</a>   |
| Deputy DSLs and members of SLT  | Mrs Emma Barnard<br>Mrs Bridget Wright<br>Miss Jasmine Veratau (EYFS) | 01722 333094 | <a href="mailto:E.Barnard@leehurstswan.org.uk">E.Barnard@leehurstswan.org.uk</a><br><a href="mailto:B.Wright@leehurstswan.org.uk">B.Wright@leehurstswan.org.uk</a><br><a href="mailto:J.Veratau@leehurstswan.org.uk">J.Veratau@leehurstswan.org.uk</a> |
| Chair of Governors  | Mr Ian McDonald   | 01722 333094 | <a href="mailto:Bursar@leehurstswan.org.uk">Bursar@leehurstswan.org.uk</a>   |
| Nominated Safeguarding Governor   | Ms Victoria Hance   | 01722 333094 | <a href="mailto:Bursar@leehurstswan.org.uk">Bursar@leehurstswan.org.uk</a>   |
| Designated Teacher for Looked after Children  | Mrs Mandy Bateman   | 01722 333094 | <a href="mailto:M.Bateman@leehurstswan.org.uk">M.Bateman@leehurstswan.org.uk</a>   |
| Senior Mental Health Lead   | Mrs Mandy Bateman   | 01722 333094 | <a href="mailto:M.Bateman@leehurstswan.org.uk">M.Bateman@leehurstswan.org.uk</a>   |
| The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023) |   |              |  |

|  |                                |
|--|--------------------------------|
| <b>Children's Social Care referrals:</b><br>Multi-Agency Safeguarding Hub (MASH):<br>Out of hours: | 0300 456 0108<br>0300 456 0100 |
|--|--------------------------------|

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999



## Introduction

Leehurst Swan School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023)
- Non-statutory interim guidance: COVID – 19: safeguarding schools, colleges and other providers
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Safer Recruitment in Education following the guidance set out in Part 3 of KCSiE (2023)
- Counter-Terrorism and Security Act 2015 (the CTSA 2015)

## Aim

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

## Scope

The purpose of the whole-school Safeguarding (Child Protection) policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding/child protection issues. KCSiE (2023) is statutory guidance from the DfE and all staff must comply with it and the Safeguarding policy.

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- preventing children from maltreatment.



The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Relationships, Sex and Health Education/PSHE
- Online safety policy
- Behaviour policy, including pupil use of mobile and smart technology
- Staff Behaviour Policy and Staff Code of Conduct
- Complaints policy
- Health and safety policy
- Equality Statement
- Administration of medicines
- Whistleblowing policy
- Teaching and Learning policy
- SEND policy
- Anti-Bullying policy

**This policy applies to the whole school including EYFS and is available on the school website for parents to access.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours and online are within the scope of this policy.**



## Expectations

All staff are:

- familiar with the safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- aware of the importance of professional curiosity
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- Involved in the implementation of individual educational programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2023). School leaders and staff who work directly with children have also read Annex B and Part 5.

## Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with senior leaders to make sure the following safeguarding essentials are in place and that appropriate action can be taken in a timely manner to safeguard and promote children's welfare (KCSiE 2023 para 98 0 102):

| Training/Teaching  | Policy/Procedures   | Key safeguarding roles  |
|--|---|---|
| Whole school approach to broad and balanced curriculum embedding safeguarding teaching.        | Child-on-child abuse  | Designated Safeguarding Lead (who is a member of the school's senior leadership team) |
| D/DSL training   | Pupil voice   |   |
| Designated teacher training  | Online safety   | Deputy Designated Safeguarding Lead (DDSL)  |
| KCSiE 2023 Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) | Whistleblowing  | Designated teacher for children looked-after (even if there are no LAC on roll)       |
| Staff training, including regular safeguarding updates   | Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct | Senior mental health lead   |
| Children taught about keeping safe online  | Staff Code of Conduct   | Pastoral and well-being staff   |
| Online safety training for staff   | Early help  | Nominated governor for whistleblowing   |
| Preventing radicalisation  | Mental Health   |   |
| Teaching staff confidence to deliver RSHE/PSHE to all pupils                                   | Multi-agency working  | Nominated governor for filtering and monitoring online safety                         |
| Annual review of online safety arrangements  | Children who are absent and/or missing from education   | Filtering and monitoring and online safety lead                                       |
|  | Children with SEND and a physical health issue  |   |

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|  |  |  |
|--|--|--|
|  | Reporting abuse, incl. dealing with a child at immediate risk/SVPP* procedures<br><br>Honour based abuse (HBA)<br><br>Female Genital Mutilation (FGM)<br><br>Behaviour Policy<br><br>Relationships, Sex and Health Education (RSHE) policy<br><br>Staff contribution to policy<br><br>Safeguarding policy review |  |
|--|--|--|

\*Safeguarding Vulnerable People Partnership

### Concerns and allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the Headteacher.

See also 'Managing concerns and allegations against staff'.

### Audit

The nominated governor (NG) for safeguarding collaborates with the Headteacher and the D/DSL to complete the annual safeguarding audit return to the local authority.

### Safer Recruitment

Our governors monitor the school's safer recruitment practice, including scrutiny around DSL and/or Headteacher monitoring of the Single Central Record.

## Monitoring and review

The Headteacher ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents, by re-visiting regularly.

The Headteacher reports at least three times per year to the governors around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum.

Governors ensure that safeguarding is an agenda item for every full governing body meeting. The Headteacher ensures that safeguarding is an agenda item for every staff meeting.

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This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every half-term (six times a year) to monitor the effectiveness of this policy.

### **Mandatory Procedure – staff and adults at school**

#### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2023).

At Leehurst Swan, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all governors

Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals.

#### **Visitors**

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school. In most circumstances the visitor will always be supervised.

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff)) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Leehurst Swan School completes an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

#### **Site safety**

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (e.g. Music Makers, evening and weekend clubs) including shared site



providers who work with children, those organisations adhere to the guidance for out-of-school settings.

### **Off site visits and exchange visits**

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. We seek written assurances from any alternative provision provider that appropriate safer recruitment checks have been completed, and safeguarding policy and procedures are in place. A site visit is also completed by the DSL and/or SENCO where practical.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate (Annex B). A copy of the flowcharts is taken on off-site visits for reference.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

See also Training.

### **Staff Behaviour Policy to be read alongside the Staff Code of Conduct (for safer working practices)**

Leehurst Swan is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

### **Identifying the signs**

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child on child sexual violence and harassment, child-on-child abuse and exploitation, all risks outside the home and within the local area including online. They are aware that children may not feel ready to know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Definitions of abuse, set out in 'What to do if you're worried a child is being abused -Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2023) and Sexual violence and sexual harassment between children in schools. Last reviewed 08/08/23. Next review 01/09/24 or as required by a change in regulatory legislation



(2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KSCiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KSCiE (2023)

### **Responding to concerns/disclosures of abuse**

The flowcharts provided by Wiltshire Council Safeguarding Team and SVPP set out the required procedure for staff to follow when they have a safeguarding concern about a child are included in Annex C of this policy. They are also displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL by adding the incident on CPOMS and categorising it as a cause of concern (See Annex E) or by using the standard 'Welfare Concern Form' (see Annex D). It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DDL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The D/DSL consistently monitors all children with concerns, whether a referral to MASH/IFD (Integrated Front Door) has been made or not.

During term time, the DSL or a DDDL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

### **Online safety**

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Please refer to the school's Online Safety policy for specific safety procedures and protocols which has been reviewed in accordance with KCSiE 2023 (para 138).

The breadth of issues classified within online safety is considerable but can be categorised into four areas of risk (KCSiE 2023 para 136):

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: child-on-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training (including at induction) and curriculum planning. A personalised or contextual approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Leehurst Swan School ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online often through National Online Safety guidance posters attached to the weekly bulletin.

Leehurst Swan School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. The school adheres to the DFE Filtering and Monitoring standards, and the Cyber Security Standards set out in KCSiE (2023) para 144. Our online safety mechanisms are reviewed annually.

### **Internet access on site**

Mobile phones that are able to access the internet (through use of 3G, 4G and 5G) must have "parental controls" enabled if brought into school. Year 5, 6 and senior pupils hand in their phone during morning registration. The phone is returned at the end of the day. The School is not responsible for the safety of the phone.

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Pupils can access the internet through school PCs and from a laptop or iPad via the school Wi-Fi. Internet safety is a prime consideration and the school uses the filtering system, Opendium UTM, and monitors usage.

### **EYFS (Early Years Foundation Stage) and the Prep**

Pupils are not permitted to bring mobile phones into the Prep (with the exception of Year 5 and 6 when they must be handed to their tutor at the beginning of the day).

Parents and visitors are not permitted to use cameras or other devices to take photographs or images in the Prep setting and especially in the EYFS setting. In EYFS and Prep, digital images may only be captured on school devices.

### **Managing concerns and allegations against staff (including supply teachers, volunteers and contractors and those from organisations or individuals using the school premises)**

Leehurst Swan follows the procedure set out by the SVPP 'Allegations against adults' flowchart (included in Annex C), which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the Headteacher who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising a concern for fear that raising this concern could jeopardise their colleague's career. Leehurst Swan promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern'.

All members of staff and volunteers have read, signed to confirm they have understood the school's Staff Code of Conduct (for safer working practice) and the Staff Behaviour Policy, all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

Leehurst Swan will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the threshold to consider a referral to the DOFA. This is the

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Headteacher or where the Headteacher is the subject of an allegation, the Chair of Governors.

### **Managing low-level concerns about adults**

Leehurst Swan operates a 'low-level' concerns policy in accordance with KCSiE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy and Code of Conduct, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFAS.

All low-level concerns will be reported to the Headteacher, low-level concerns about the Headteacher will be reported to the Chair of Governors.

Leehurst Swan will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Safeguarding Staff Behaviour Policy and Code of Conduct), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Headteacher will collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been made anonymously;
  - to the individual concerned and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognize any weakness in the school's safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

### **Whistleblowing**

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In accordance with our school's whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanisms), which are also reflected in staff training and our Staff Behaviour Policy and are shared with pupils, are in place for such concerns to be raised with the Headteacher. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with the Headteacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Chair of Governors: Mr Ian McDonald

### **Escalation of concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### **Record keeping and information sharing**

The school:

- liaises with partner organisations (alternative provisions, Wiltshire Council, etc.) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within 5 days of the start of a new term:
  - by the setting/school/organisation previously attended by the child.
  - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

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- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using CPOMS or the standard recording form (Welfare Concern Form – Annex D), with a body map, including how the concerns was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

### **Mandatory procedures – Supporting children**

#### **A culture of listening to children**

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via the Pupil Leadership Team, the 'Find Your Voice' yellow boxes and surveys, this data informs our practice and policies.

#### **Curriculum -teaching about safeguarding**



Our pupils access a broad and balanced curriculum (age and stage of development appropriate) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being, including online. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Examples of topics:

- health and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognize an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

## **Remote learning**

If the school is required to change the way we offer our provision to children due to exceptional circumstances e.g. during a pandemic lockdown and/or self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location and contact details)
  - temporary changes to procedures for working with children e.g. online.
  - amended procedures for reporting concerns
  - safeguarding training arrangements



- timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

### **Early help**

At Leehurst Swan, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Wiltshire's Integrated Front Door (MASH and Early Support Hub).
- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

### **Children with Special Education Needs and Disabilities (SEND) or physical health issues**

Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND, are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudice-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo)/Head of Learning Support to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

### **The use of 'reasonable force' in school**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a

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fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Leehurst Swan follows the DfE advice for schools 'Use of Reasonable Force in Schools'.

All staff will follow our Safeguarding Staff Behaviour Policy and Code of Conduct and all pupils are encouraged to follow these expectations to reduce the need for 'use of reasonable force'. Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

### **Mandatory procedures – Specific forms of abuse and safeguarding issues**

#### **Child-on-child abuse**

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- Causing someone to engage in sexual activity without consent
- Initiation/hazing type violence and rituals
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by the Sexual Offences Act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.



Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- training to all staff so that they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school's D/DSL.

### **Child-on-child sexual violence and sexual harassment**

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.



## **Serious violence**

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Indicators include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained new gifts or possessions.

## **Children who are absent and/or children missing in education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

Where reasonably possible we will hold more than one emergency contact number for each pupil. This gives us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.

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- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

## **Mental health**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

## **Domestic abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

## **County Lines**

Some children who go missing regularly or permanently may be being used for trafficking drugs, sometimes known as 'county lines' or may be being subjected to another form of abuse. Staff need to be alert to detect patterns of absence to help this and raise concerns to the D/DSL immediately.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or

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criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant

**Sexting** occurs when a person sends or posts a sexually indecent image or message via a digital device. This may concern themselves or may be sending on images or messages about a third party. Sexting is illegal. Pupils are taught about the pressures they may come under to be involved in sexting, and how to protect themselves through PSHCE and lessons on online safety.

Childline offers useful advice:

<https://www.childline.org.uk/explore/OnlineSafety/Pages/Sexting.aspx>

When a child is coerced into sending indecent pictures of themselves, this is an example of abuse if it comes from a peer, or it could be CSE, and is extremely serious. Child-on-child abuse of this type is dealt with in line with this School's child protection procedures and the victim of exploitation offered appropriate support.

**Grooming**, namely integrating oneself with a child in order to perpetrate any of the activities above, whether physical or non-physical, is a criminal offence when carried out with a child under 16. The Child Exploitation and Online Protection unit (CEOP) can be contacted when



staff have concerns that a pupil has had or fears they may have had inappropriate contact with someone online, whether an adult or someone of their own age.

### **Looked after children**

The DSL has responsibility for the welfare and progress of looked-after children (LAC) and will be trained for the role. If looked after children are in school staff must be aware of their legal status and who the delegated carer is (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead should have details of the child's social worker.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. They should approach the DSL for any aspect they are unsure of.

When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

### **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

### **Forced marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one that is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

### **Staff training**

#### **Induction**

The welfare of all our pupils is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

#### **Our written induction schedule for staff also includes:**

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- Plan of support for individuals appropriate to the role for which they have been hired
- The Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- The role and identity of the D/DSLs
- CPOMS
- Whistleblowing policy
- The Behaviour, Discipline and Exclusions policy
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy and Code of Conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships and communications including good use of social media)
- The school's response to children who are absent and/or missing from education, and the school's protocol about managing absence
- Copies of Part 1 of KCSiE 2023, including Annex B and Part 5 for school leaders and those who work directly with children
- Procedures to follow in case of an allegation being made against an adult
- Professional disagreement and escalation including SVPP Case Resolution Protocol
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

## **Safeguarding training**

This training is for all staff and is delivered in line with SVPP advice and resources. It is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training to include Prevent and online safety and this is updated as necessary.

KCSiE 2023 Part 1 should be read by all staff and Annex B and Part 5 by school leaders and those who work directly with children.

All staff have been trained to manage a report of child-on-child sexual abuse.



## **Advanced training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour.

## **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

## **Designated Teacher for Looked After Children**

The designated teacher for looked after children has attended training specific to the role.

## **Preventing radicalisation**

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalism refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the MASH.

Staff should refer to the Counter-Terrorism and Security Act (2015) and the government guidance 'The Prevent Duty – safeguarding learners vulnerable to radicalisation which was published on 24 October 2022 for further guidance.

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

## **Staff support**

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Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

## Governors

As well as the school's safeguarding induction programme, all governors receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated annually. Governors are also encouraged to complete face to face whole school safeguarding and child protection training.

### Related legislation and key documents

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

**The Prevent Duty – Safeguarding learners vulnerable to radicalisation (2022)** A series of guidance documents to support schools in recognising radicalisation and actions to take should there be concerns <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

**Mental health and behaviour in schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.



**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers' Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

**Sexual violence and sexual harassment between children in schools and colleges (2021)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

**Preventing and Tackling Bullying (2017)** Advice for schools on effectively preventing and tackling bullying.

**Behaviour and Discipline in Schools (2016)** Advice for Headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.



## ANNEX A – Types of abuse

The school recognises that sometimes a pupil may be the victim of abuse. Knowing what to look for is vital in the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the D/DSL.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside these environments. All staff, but especially the D/DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Staff must report in confidence any concerns that they may have about a pupil to the D/DSL or in the case of EYFS to Mrs Christina Oldham (DDSL)

Staff should remember that the school is not an investigation or intervention agency for child protection, but it has an important role to play at the recognition and referral stages.

### What is abuse?

- Physical abuse –actual physical injury to a child or failure to prevent injury. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing some physical harm. If a parent deliberately induces illness or symptoms of illness in a child, this may also be physical abuse.
- Sexual abuse – Sexual exploitation involves forcing or enticing a child or young person to take part in or to watch any sexual activity. It does not need to involve a high level of violence and occurs whether the child is aware of it happening or not. The activities may involve physical contact, assault by penetration (rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching in a personal area or outside of clothing. Non-contact activities where a child is shown sexual images or sexual images are produced or where a child is made to watch a sexual act is also sexual abuse. Any act which encourages a child to behave in a sexually inappropriate manner through grooming or abuse, including via the internet is sexual abuse. This includes ‘sexting’- the sending of inappropriate sexual texts and images and sexual banter using inappropriate language and reference. It also includes FGM (Female Genital Mutilation) and CSE (Child Sexual Exploitation). Staff should note that it is mandatory for them to report FGM to the police. They must report CSE immediately to the DSL who will pass on the information to the police. Incidents of upskirting must be reported to the DSL. Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is recognised as a serious crime. Sexual abuse is not solely perpetrated by adult males. Women can

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also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (child-on-child sexual abuse).

- Emotional abuse – Severe or persistent emotional ill treatment or rejection with an adverse effect on the development and self-esteem of the child, including children who run away from home or go missing. This may involve telling a child they are worthless/unloved, inadequate or valued only to meet the needs of another. It may include mocking and restricting a child's views and communications, silencing them, as well as interactions beyond the child's developmental capability. It may involve seeing or hearing the ill-treatment of another. Overprotection and limitation of exploration and learning and preventing normal social inter-action may also be abuse. Serious bullying including cyber-bullying or banter causing distress or fear or any action of exploitation or corruption is emotional abuse. There is some form of emotional abuse in all cases of child abuse, although it may occur alone.
- Neglect – The child fails to thrive due to lack of emotional and physical provision. A failure to meet a child's basic physical and /or psychological needs which will likely result in impairment of their health and development is neglect. Neglect can also occur in pregnancy if there is maternal or substance abuse. Once born, it will include any action by a carer which fails to provide adequate food, medical care, warmth or protection from weather and adequate living conditions including exclusion from home or abandonment. Neglect is present if the child is not protected from physical and emotional harm or danger, where there is not adequate provision by a care giver or inadequate access to medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Signs of abuse to look out for: (this is not a comprehensive list and staff should be aware of anything in a child's behaviour or appearance which raises concern).**

- sudden changes in behaviour
- unexplained bruising, injuries or burns
- high anxiety or low self-esteem or unreasonable fear of certain people or places
- knowledge of sexual matters beyond what is expected of that age group
- acting out in an inappropriate way, perhaps with toys or other objects
- strong need for affection sometimes expressed in physical terms
- difficulties in trusting people or showing extreme defiance
- fear of medical examinations
- reluctance to change for PE or swimming
- becoming excessively withdrawn/clingy
- drug/alcohol/solvent abuse
- depression
- eating disorders
- outbursts of anger
- secretive
- socially withdrawn
- Extended absences from school or home
- Any mention of cultural practices such as FGM or forced marriage or honour-based violence



- Receiving of gifts or any other signs which could indicated possible grooming or CSE
- There are also **specific safeguarding issues** of which ALL staff must be aware such as child sexual exploitation (CSE), female genital mutilation (FGM), domestic violence (DV), honour-based violence (HBV), fabricated or induced illnesses, faith abuse, forced marriage, gang violence, gender-based violence, mental health issues, radicalisation, sexting, teenage relationship abuse and trafficking, Child Criminal Exploitation (CCE) and upskirting.

## ANNEX B: Role of the Designated Safeguarding Lead (and DDSL)

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection, including online safety. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads: It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;



- as required, liaise with the “case manager” (as per Part four of KCSiE 2023) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, the school nurse, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

## **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- ensure every member of staff is competent in using CPOMS (see Annex E);
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**



The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

#### **Child protection file (see KCSiE Annex C)**

- Where children leave the school the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

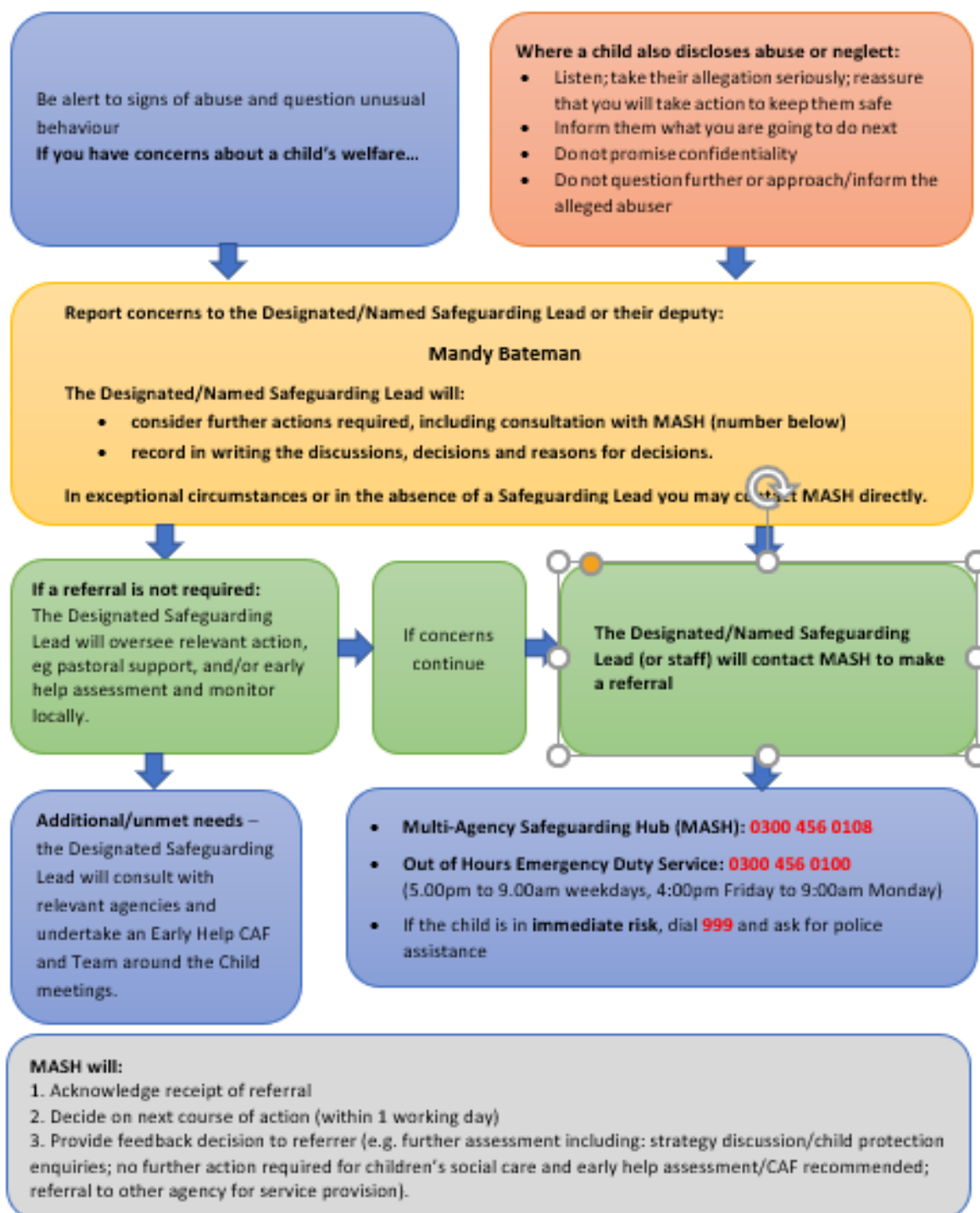
#### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Zoom or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



## What to do if you are worried a child is being abused or neglected

for staff, volunteers and visitors in all agencies and settings

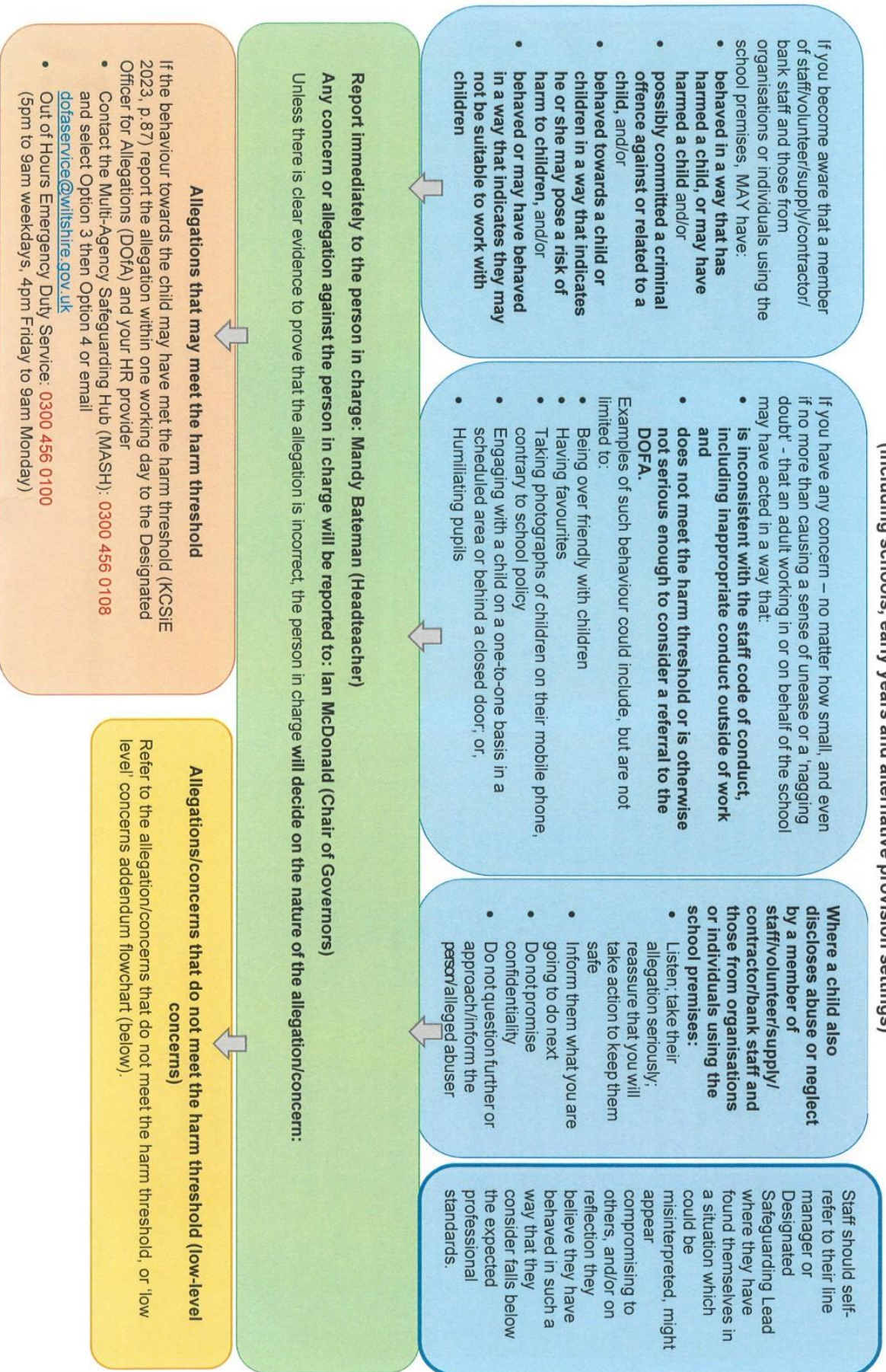


This flowchart is intended for use as a brief guide. Refer to the DfE Guidance [What to do if you are worried a child is being abused](#) for more information, definitions and possible indicators of abuse (including child sexual exploitation).





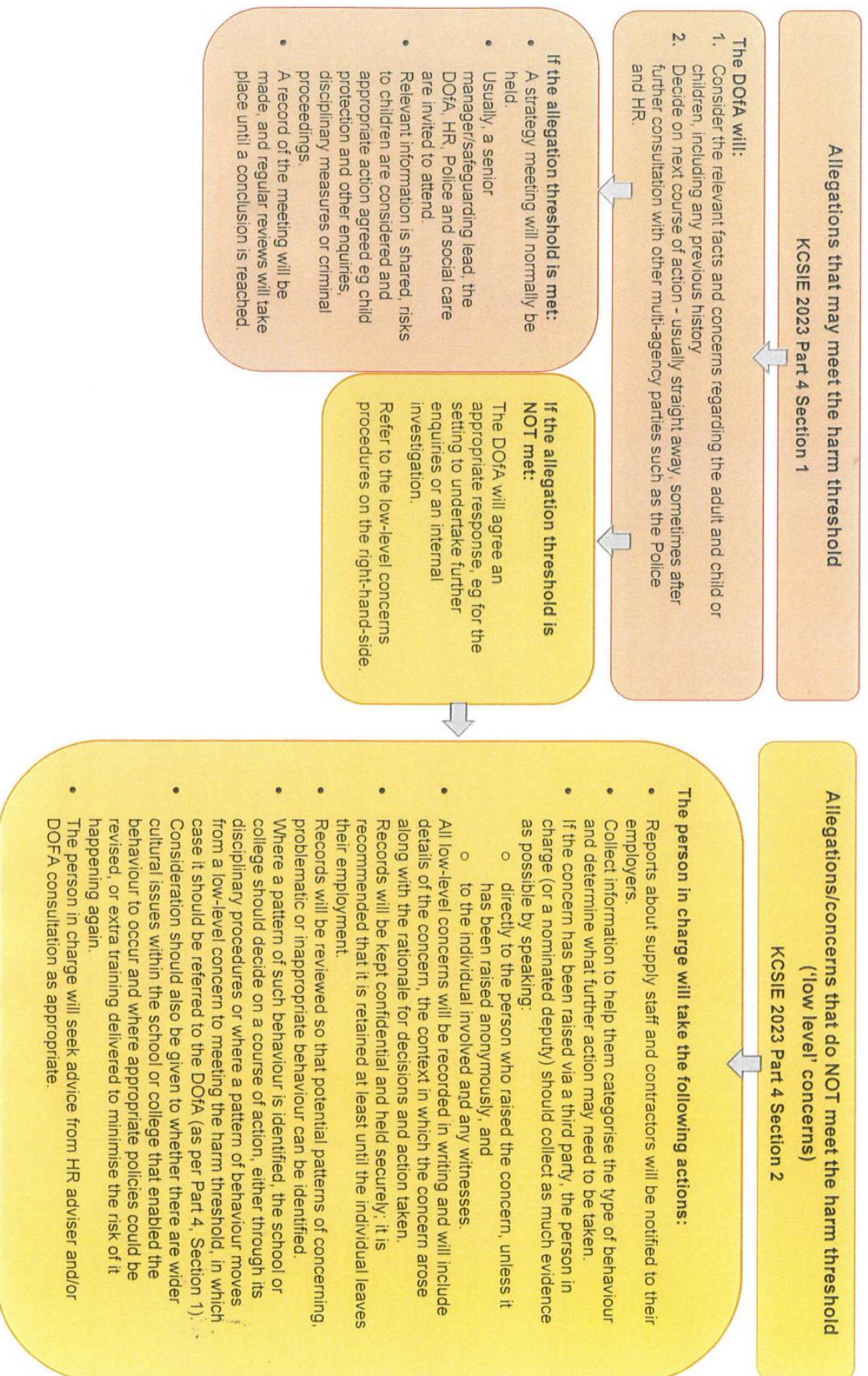
## Allegations and concerns against adults in education settings – September 2023 (including schools, early years and alternative provision settings)







## Allegation/concerns guidance for persons in charge – September 2023





## ANNEX D – Welfare Concern Forms

### Concern Form Part A

- **Part A** is to be completed by the adult who first has a concern and reported to the Designated Safeguarding Lead (DSL) without delay.

Separate concern forms should be completed for both alleged instigator(s) and victim(s) of incidents.

- **Part B** is to be completed by the DSL

|  |              |      |  |
|--|--------------|------|--|
| Child's name   |              |      |  |
| Date of birth<br><small>This may be added by the DSL having ensured there is no risk of confusion if children have similar names</small> |              |      |  |
| Name of member of staff/person reporting the concern   | PLEASE PRINT |      |  |
|  | Signature    |      |  |
| Role   |              |      |  |
| Date DD/MM/YYYY  |              | Time |  |

Concern(s) - Use the body- map show any marks or injuries.

|                       |  |          |         |
|-----------------------|--|----------|---------|
|                       |  |          |         |
|                       |  |          |         |
| Additional form used? |  | Yes / No | Page of |



## Concern Form Part B

To be completed by the Designated Safeguarding Lead (D/DSL)

|  |   |                      |   |                     |   |
|--|---|----------------------|---|---------------------|---|
| <b>Name of D/DSL reviewing the concern</b>   |   |                      |   |                     |   |
| <b>Safeguarding support already in place</b><br>Tick and add name where known at time of report  |   |                      |   |                     |   |
| <b>None</b>  | <b>ESA or Support Assessment</b>  | <b>Child in Need</b> | <b>Child Protection Plan</b>  | <b>Looked After</b> | <b>Previous social care involvement</b> |
|  |   |                      |   |                     |   |
| <b>Name and role of allocated worker</b>   |   |                      |   |                     |   |
| <b>Data analysis:</b><br><br><b>if the concern relates to child on child abuse, state which:</b> | <i>This includes any reports and concerns, including those outside the school and online:</i> <ol style="list-style-type: none"> <li>1. bullying (including cyberbullying, prejudice-based and discriminatory bullying)</li> <li>2. abuse in intimate personal relationships between peers</li> <li>3. physical abuse</li> <li>4. sexual violence</li> <li>5. verbal abuse – sexual comments</li> </ol> |                      | <ol style="list-style-type: none"> <li>6. sexual harassment – in person, online</li> <li>7. causing someone to engage in sexual activity without consent – coercive behaviour</li> <li>8. consensual and non-consensual sharing of nudes and semi nudes images and or videos</li> <li>9. upskirting</li> <li>10. initiation/hazing type violence and rituals</li> <li>11. sexualised behaviour</li> </ol> |                     |   |

| Name of person taking actions | <b>Actions/next steps</b><br><br><b>Please detail conversation and rationale for decisions – include whether concerns were shared with parents/carers, MASH and if not outline reasons why.</b> | Date of action |
|-------------------------------|---|----------------|
|                               |   |                |



|  |     |    |
|--|-----|----|
| What would the child like to happen next?                                |     |    |
|  |     |    |
| Has the child's wishes been considered when deciding action to be taken? | Yes | No |
| If no, please indicate why not   |     |    |

|  |  |      |  |
|--|--|------|--|
| A summary of actions must be shared with the person who raised the concern   |  |      |  |
| Summary of action discussion - please include any 'gut feeling elements' in the discussion and also the potential impact on the child. |  | Date |  |
|  |  |      |  |
| If actions agreed  |  |      |  |

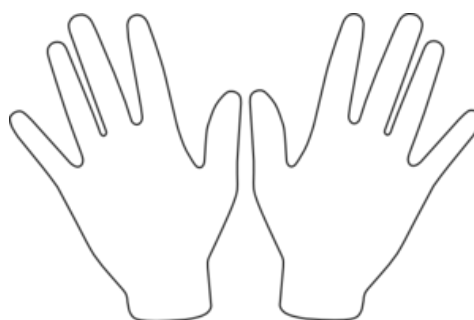
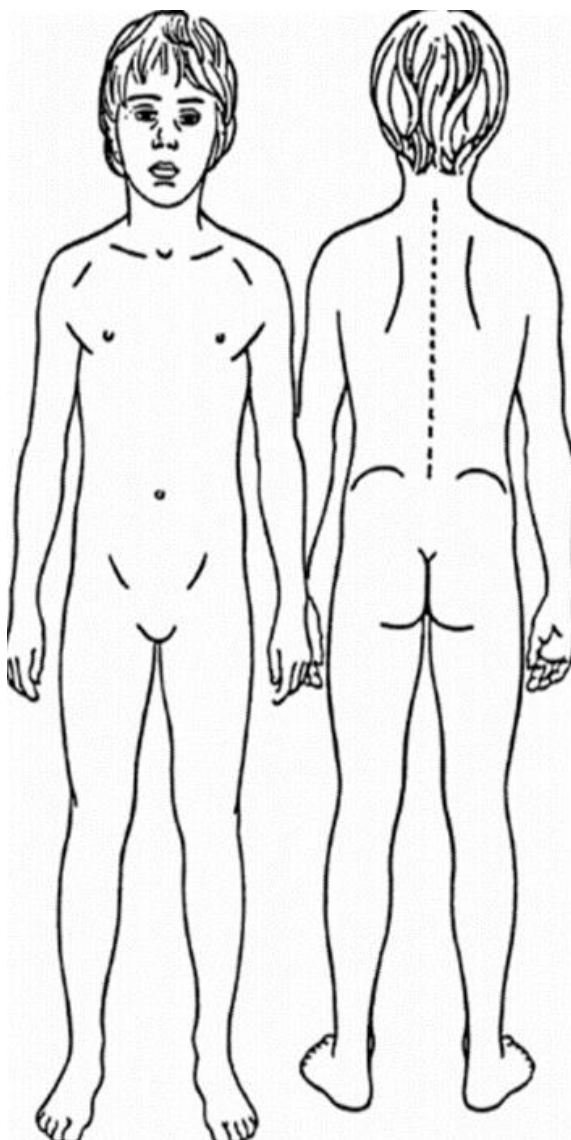


|   |                                  |  |
|---|----------------------------------|--|
| <b>Signature of person (overleaf) who raised the concern</b>  |                                  |  |
| <b>If actions <i>not</i> agreed</b><br><b>A file note added to the child's file with a summary of discussion and the outcome/s.</b><br><b>Signature of person who raised the concern overleaf</b> | <b>File note document number</b> |  |
|   |                                  |  |

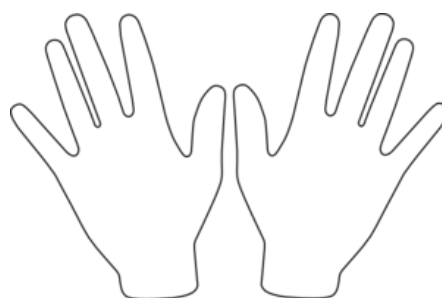


## Body Map

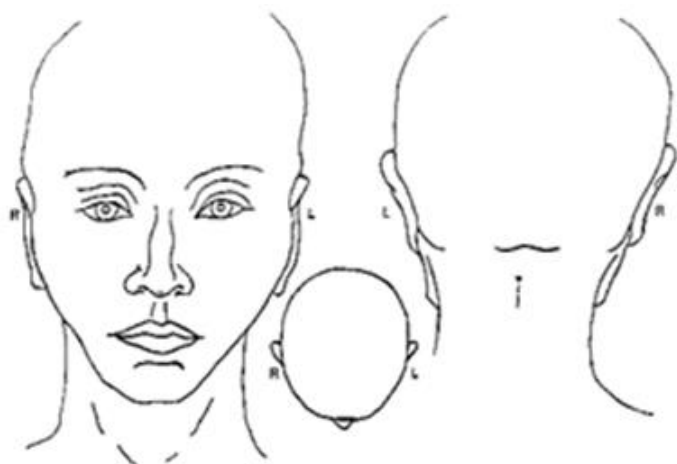
**Children must not be undressed or photographs taken of any marks or injuries**



Palm



Back





### Non Key User - Restricted System Access

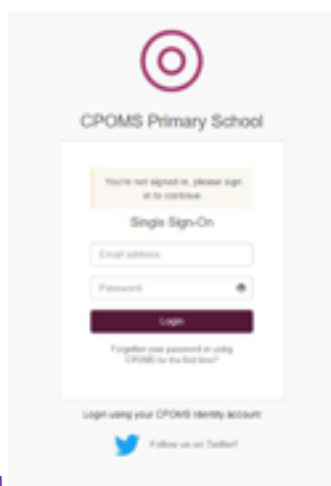
#### Using CPOMS for the first time

**Firstly every user needs to set their own password.**

To ensure that all users change their password to something that is personal and secure, we do not provide you with a password to begin with.

To create your first password please **visit your school's CPOMS URL.**

Click on the **'Forgotten your password or using CPOMS for the first time?'** option (*beneath the 'Login' button*).



30.1

When prompted, input the email address which was supplied to us and click **'Reset Password'**. This will then send you a unique hyperlink, to that email address, which will enable you to create your first CPOMS password.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the **'Login'** button.

#### Restricted Access Dashboard

Once you are logged in to CPOMS, you will see an **'Alert'** and **'My History'** section.

If you have been alerted to anything at all within CPOMS it will display within your **'Alert'** section to view.

The **'My History'** section will list any incidents or actions that you have added in the last 7 days, for your information.





Please note, the reset password link **expires at midnight** on the day it was sent, so should be generated on the day you are going to log in to CPOMS.

## Viewing an Incident

If you have been sent any alerts at all, you will also receive an email to your school email address (*or the one which we have been given*) to make you aware of the fact that you have been sent an alert by a member of staff in school.

The email will tell you who has created the alert and which category it falls under but no other information. It will then give you a link to your CPOMS log in page to view the content in full.

Once logged into the dashboard you will see your list of alerts. It will again tell you which member of staff has alerted you, which student the alert is about, the category(s) the incident falls under and when the incident alert was created.

If you now click on the word '**Incident**' you will be taken directly to view the incident.

Once you have read and dealt with the incident, you can choose to '**Add Action**' below the content, to add in the detail of any action you have taken, or what you would now like a colleague to follow up.

The image shows two screenshots. The top screenshot is an email titled 'New Incident Alert' from CPOMS | CPOMS School <notifications@cpoms.net> to Suzanne Clegg, dated Mon 04/07/2021 14:15. The email body contains the CPOMS logo, the text 'You have a new incident alert', 'Dear Suzanne', and 'Selene Brammah has alerted you to an incident within the following categories:'. Below this is a red bar with the text 'Cause for Concern' and a button that says 'Click here to view this incident'. The bottom screenshot is the CPOMS dashboard for 'CPOMS Primary School'. It features a 'Recently Viewed' section on the left with three items: 'Incident for Suzanne Brammah', 'Student Hannah Greenwood', and 'Student Emily Greenwood'. The main 'Dashboard' section has three cards: 'Alerts' (listing 'Cause for Concern' and 'Wendy Abbott'), 'My Assigned' (stating 'You are not assigned any open cases'), and 'My History' (stating 'You have not logged any incidents or actions in the last 7 days'). A red circle highlights the 'AN INCIDENT FOR' button in the bottom right corner of the dashboard.



Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

mark as read



*N.B Please note as you do not have key access, once you have marked the incident as read, the alert will disappear from your alerts dashboard and you will not be able to read it again. Therefore if you are required to add any further actions make sure to do this before you select the 'mark as read'.*

## Adding an Action

Once you have read an alert, you can then log an action. This is very similar to incident logging and you can choose to alert other staff in the same manner. You can then make sure that there is a clear trail of what has been done, by whom and when. This ensures that everyone alerted has an up-to-date knowledge of what is happening with that student/ incident.

### Action Taken

Firstly fill in the free text box with all of the information needed about the action taken. This could be a referral made, telephone call or meeting arranged, for example.

### Add Categories

If required, you can add additional categories to the action which will be displayed against the original incident.





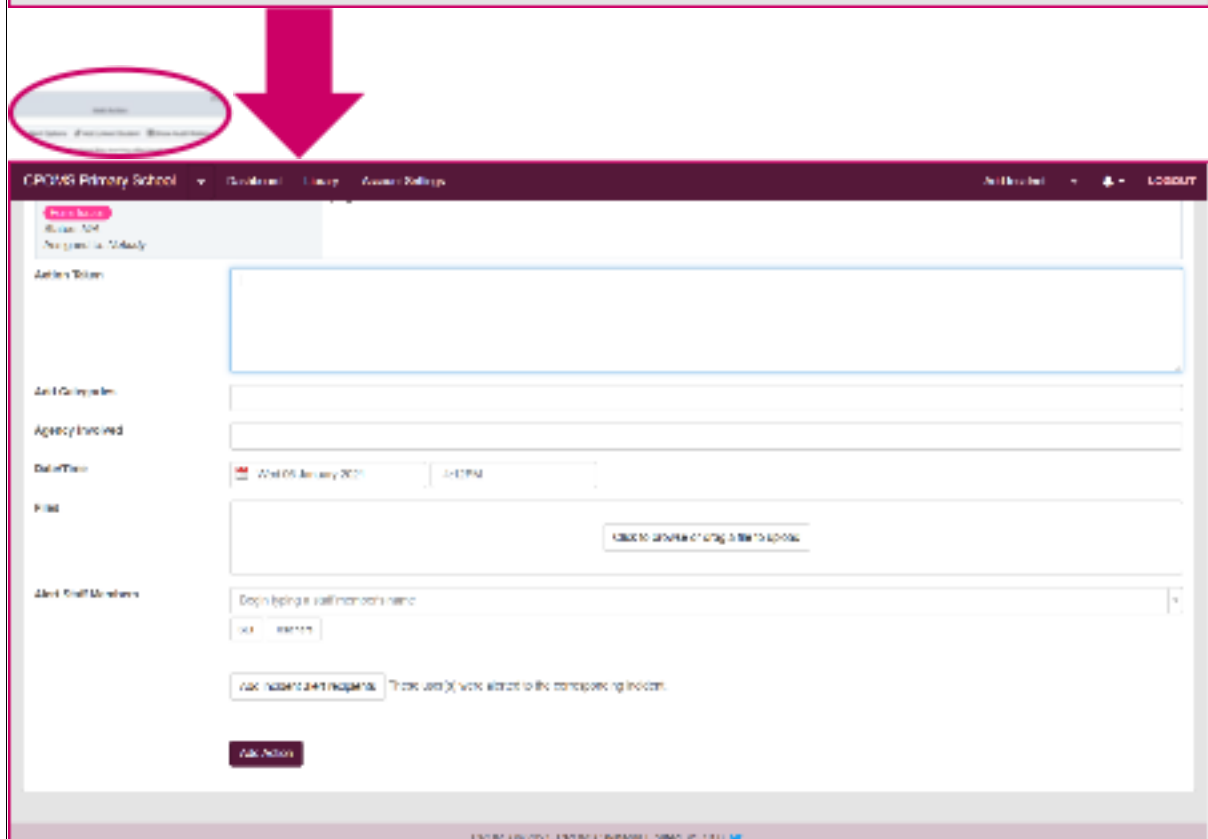
Viewing Incident - Danielle Bradshaw (4B)

Child Name: Danielle Bradshaw (4B)  
 Date/Time: 20/01/2021 14:00  
 Status: Open  
 Assigned to: Mr. Jones

Details: Danielle's next review is scheduled to be next week. Mr. Jones is going to come in after school and before home time. I would like to arrange an in-school meeting to discuss the incident and the child's needs.

Child Name added you to this incident.

[Add Action](#)



[Add Action](#)

Child Name: Danielle Bradshaw (4B)  
 Date/Time: 20/01/2021 14:00  
 Status: Open  
 Assigned to: Mr. Jones

Add Comment

Add Category

Agency Involved

Date/Time: 20/01/2021 14:00

File

Add Staff Members

Share documents? ☐

Link to document or file to upload

Add Action

### Add action to linked students

If you would like the action to be copied to the linked students profile, click on the tick box to 'Add action to linked students' next and 'Share documents?' if necessary.

### Agency Involved

You can also add any agency names to the action to make others aware of which agencies are involved with this action/ pupil.

### Date/ Time

Select the date and time you wish to record, if it is different to the current.

### Files



If you would like to attach a file/ document to support the incident *e.g. a social services letter, email, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

### Alert Staff Members

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

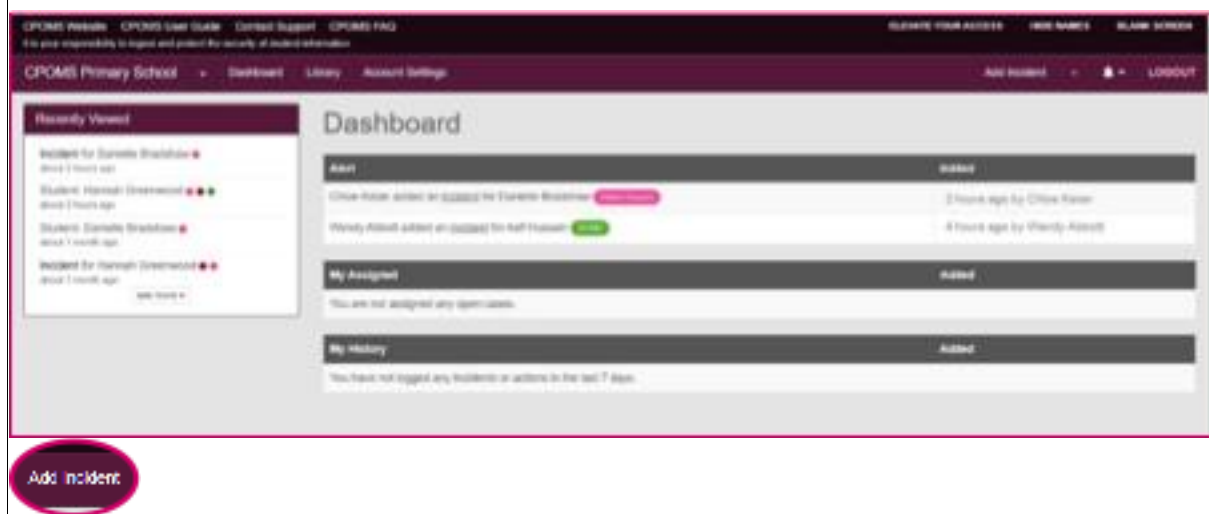
Or you may click **'Add incident alert recipients'** to alert the same staff members who were alerted to the original incident.

Once all of the above has been done, you must select the **'Add Action'** button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added action.

### Adding an Incident

To add a new incident to the system, click on the **'Add Incident'** button, available to the top right of your dashboard.

You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.





CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ  
It is your responsibility to logout and protect the security of student information.

ELEVATE YOUR ACCESS HIDE NAMES BLANK SCREEN


CPOMS Primary School Dashboard Library Account Settings Add Incident Logout

Student

Incident

Categories ☐ Attainment ☐ Attendance ☐ Behaviour ☐ Bullying ☐ Bullying/ Friendship Related Issues ☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Communication ☐ Contact with External Agency ☐ Home Issues ☐ Medical Issues ☐ Parental Contact ☐ Prevent ☐ Safeguarding ☐ SEND ☐ Team Teach Incident ☐ Verbal & Aggressive Incidents

Linked student(s)   
Type a student's name to link them to this incident.

Maps 

Date/Time

Status

Assign to

Files

Alert Staff Members   
☐ SLT ☐ Teachers  
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

CPOMS © 2021, CPOMS Systems Limited. v5.18.0

## Student

### Add Incident Form (Non-Key Holder)

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. *If you select the wrong name click on the 'x' delete button to choose an alternative student.*

## Incident

Fill in the 'Incident' text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be **accurate** and **specific**.



When inputting any linked student names into the incident text box, please ensure that you spell their name **identically** to how it is spelt within your MIS. If a student mentioned in the incident text will not be linked into the incident, we recommend **using their initials**, or terms such as mum/ dad/ brother/ sister.

## Categories



Once you have filled in all of the details about the incident, you need to select at least one category to assign it to. If there is an overlap you may select more than one.

### Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.

### Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident text. This will default to our 'Body Map'.

### Date/Time

Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

### Status

You may set the 'Status' of the incident to 'Active' or 'Closed'.

### Assign to

You may also assign an incident to a specific staff member (*Key Holders Only*) if they will be dealing with it, by selecting their name in the 'Assign to' field. *The chosen user will then receive an email notification to alert them to this and the incident will appear in the 'My Assigned' area of their dashboard until the incident status changes to 'Closed'*

### Files

If you would like to attach a file/ document to support the incident *e.g. a social services letter, previous school case notes, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

### Alert Staff Members

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

### Agency Involved

You can also add any agency names to the incident to make others aware of which agencies are involved with this incident/ pupil.

Once all of the above has been done, you must select the '**Add Incident**' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.



## Extra Features

A few final features on CPOMS are the **Hide Names** and the **Blank Screen** mode, as well as the **Contact Support** function. You will find these at the top left and right of each page throughout the system.

### Hide Names

The **Hide Names** mode, available in the top right-hand corner of your screen, will star out the names of all students within the system. This follows suit throughout every page until you turn it off by re-clicking the button, which would now be called Show Names.

### Blank Screen

The **Blank Screen** mode, available in the top right-hand corner of your screen, will quickly provide you with a cover to hide your screen; for example, if you are perhaps interrupted by someone who you do not want to see your screen when adding a new incident, without having to lose where you are in the system.

The blank screen mode will automatically activate after fifteen minutes of inactivity.

### Contact Support

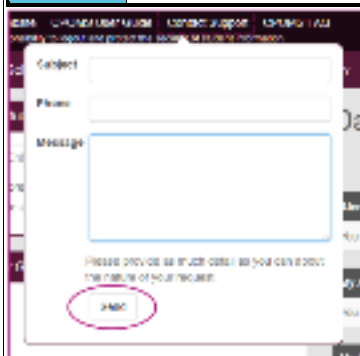
Lastly we have the **Contact Support** function, to the left-hand side of your screen. You can choose to contact our Customer Support Team from within the system saving you precious time. Simply click on the 'Contact Support' button, enter your message and submit it. This will then be sent directly to our CPOMS helpdesk where someone will carry out your request as soon as possible and notify you once it has been completed.



*N.B We do always recommend that you log out completely if you are leaving your computer for any time.*



*N.B Please note, any official requests are required in writing, therefore if you contact us via telephone you will often be referred to the Contact Support function.*



**Please read below for specific information relating to Leehurst Swan School:**

*All teachers are 'soft key' holders and should download the CPOMS App and use the code to gain higher level access. You can add an incident without using Two Factor Authentication.*



# CPOMS Authenticator App 'Soft Key' Setup

## Step 1 - Download the CPOMS Authenticator App

The new soft key user must firstly download the '**CPOMS Authenticator**' app to their chosen device, i.e. their smart phone, tablet or iPad.

You can find the CPOMS Authenticator app by simply searching for the name in your app store, or by using one of the below hyperlinks:-

**Apple App Store** <https://apps.apple.com/gb/app/cpoms-authenticator/id1093080934>

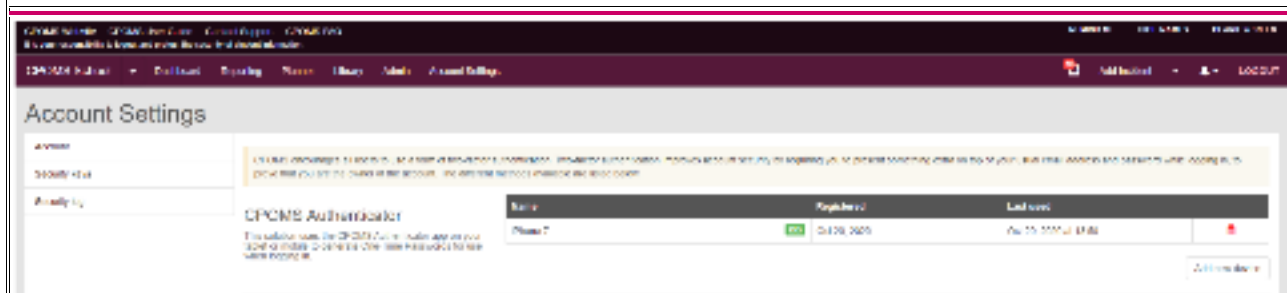
**Google Play** [https://play.google.com/store/apps/details?id=uk.co.meritec.cpomsauthenticator&hl=en\\_GB](https://play.google.com/store/apps/details?id=uk.co.meritec.cpomsauthenticator&hl=en_GB)

## Step 2 - Log in to your CPOMS Account

Once you have downloaded the app, please log in to your CPOMS account, on a separate device to the one you have downloaded the app to. If you already have an existing key, please log in with it.

If you are using CPOMS for the first time, you will need to request an initial password to log-in firstly, by clicking on the '**Forgotten your password or using CPOMS for the first time?**' option, at your schools CPOMS login page, and following the simple steps.

Once you have logged in to CPOMS, click on the '**Account Settings**' section, along the top bar, and then click the



Under the sub-heading for **CPOMS Authenticator**, please click on '**Add new device**'. This will then create a QR code for you to scan within your CPOMS Authenticator App.

To scan the QR code, simply open up the app and tap the '**Scan QR Code**' message. Now point your device camera towards this image. Once the app has scanned the QR code, it will begin generating random numbers. *For security purposes, the numbers will change every 30 seconds as the circle goes round.*

**\*Please continue with the below points to ensure your app is setup correctly and saves to your account.**

Next, beneath the QR code image on screen, enter a '**Name**' for your device i.e. *iPad/ My Phone*. In '**Code**' type in the current 6-digit code which is appearing in your app. Lastly click '**Save this device**'.

Once saved, your new Soft Key will appear listed in the CPOMS Authenticator section.



CPOMS Website
CPOMS User Guide
Contact Support
CPOMS FAQ
It is your responsibility to log out and protect the security of student information.

REMIND ME
HIDE NAMES
BLANK SCREEN

CPOMS School
Dashboard
Reporting
Planner
Library
Admin
Account Settings
Add Incident
LOGOUT

## Account Settings

Account
Security keys
Security log


CPOMS encourages all users to use a form of two-factor authentication. Two-factor authentication improves account security by requiring you to present something extra on top of your usual email address and password while logging in, to prove that you are the owner of the account. The different methods available are listed below.

### CPOMS Authenticator

This solution uses the CPOMS Authenticator app on your tablet or mobile to generate One-Time Passwords for use when logging in.

| Name     | Registered   | Last used             |
|----------|--------------|-----------------------|
| iPhone 7 | Oct 07, 2020 | Oct 09, 2020 at 09:44 |

Scan the image below using the **CPOMS Authenticator** app on your mobile phone or tablet device.



Add new device

Name  
Choose a name for the device

Code  
Code displayed on your device

Please enter the 6-digit code you see on your device here

Save this device

CPOMS Authenticator
This solution uses the CPOMS Authenticator app on your tablet or mobile to generate One-Time Passwords for use when logging in.

Account Settings

| Name     | Registered   | Last used |
|----------|--------------|-----------|
| iPhone 7 | Oct 07, 2020 | NA        |

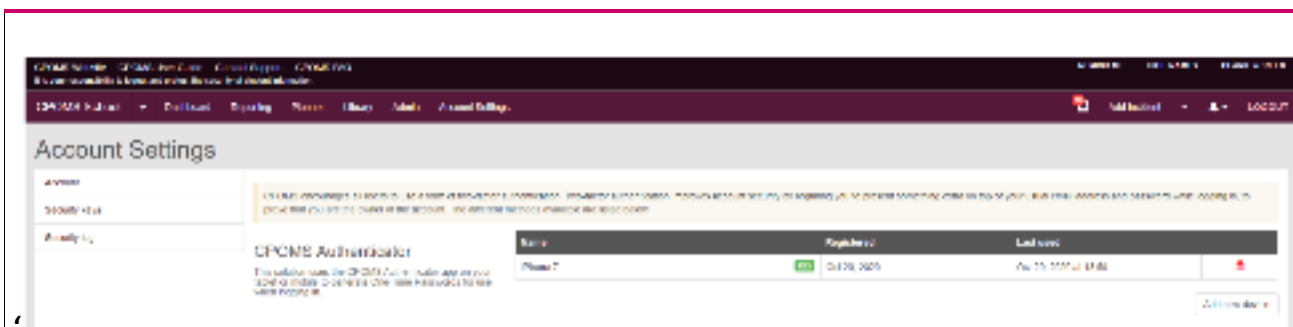
### Step 3 - Elevate your Access

To elevate your access, please click on **‘Dashboard’** to the top left-hand corner of the screen in CPOMS, to *refresh your page*. To the top right-hand corner of your CPOMS screen, you should now have a **‘Elevate Your Access’** option to click on. Once selected, **enter the 6-digit number** appearing on your app currently, and click **‘Authenticate’**. *If you are already logged in with a different key, the ‘Elevate Your Access’ option will not appear.*

If you are in a higher level user group, your access will now change to reflect your user group permissions.

When you log in to CPOMS in the future, your app will give you the option to **‘approve’** or **‘deny’** a log in, rather than typing in the code manually each time. Alongside this option, it will display the location of where the login took place, so you can easily differentiate whether it was you who initiated the login before you choose to click **‘approve’**.





Under the sub-heading for **CPOMS Authenticator**, please click on **'Add new device'**. This will then create a QR code for you to scan within your CPOMS Authenticator App.

To scan the QR code, simply open up the app and tap the **'Scan QR Code'** message. Now point your device camera towards this image. Once the app has scanned the QR code, it will begin generating random numbers. *For security purposes, the numbers will change every 30 seconds as the circle goes round.*

**\*Please continue with the below points to ensure your app is setup correctly and saves to your account.**

Next, beneath the QR code image on screen, enter a **'Name'** for your device *i.e. iPad/ My Phone*. In **'Code'** type in the current 6-digit code which is appearing in your app. Lastly click **'Save this device'**.

Once saved, your new Soft Key will appear listed in the CPOMS Authenticator section.

*will appear next to its name until you use the app to login, this is nothing to worry about.*



Once you have logged on to CPOMS for the first time you will be able to add an incident. The 'add incident' button is on the top right-hand side of the screen. Click on the button and you will be taken to the 'add incident' form.

**All employees of Leehurst Swan are registered and able to add an incident.**

It is important to categorise the incident that you are uploading. You can use more than one category. *In some categories you will be directed to sub-categories to further define and incident.*

**Attendance:** If a request has been made to withdraw a child from school for an appointment, holiday etc. This should be recorded here. You can **alert** individual members of staff/form tutor, but you **do not** need to assign the incident to anyone unless the absence needs to be followed up.

Last Reviewed: 13/03/2023, Next Review: 01/09/2023 or as required by a change in regulatory legislation.



**Behaviour Related Log:** This is where **merit awards** (positive behaviour) and **detentions** (negative behaviour) are logged. Individual merits and demerits do not need to be recorded. In addition, you can record behaviour related incidences that are not covered in any other category.

Please record any positive behaviour/achievements in this category. It does not need to be linked to a merit award.

**Bullying/friendship related issues:** This replaces the pink Bullying Report Form. Always ensure the MB (SS) and MB + CO (PS) are alerted to the incident as well as the form tutor. *Sub-categories will appear to help you refine the category. You can also link to other students.*

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

**Cause for Concern:** This replaces the **Welfare Concern Form**. If necessary, please use the body map to show any sign of injury. Only the D/DSLs will be able to access this form once you have submitted it. They will give you feedback on actions taken. **MAKE SURE THE D/DSL IS ALERTED** in the relevant box on the form (this should happen automatically but please check)

You can also log a cause for concern that is **not** directly related to safeguarding if is not covered by any other category. Please manually alert the form tutor if this is the case (Form tutors will not automatically be alerted to a cause for concern).

**Communication:** Use this category if you want to record communication with a pupil/group of pupils. You can link pupils to the incident rather than complete multiple forms.

**Contact with External Agency:** If you have contact with an external agency such as MASH, the Police, a counsellor on behalf of a pupil, please record it here. Only the D/DSLs will automatically have access to this form once submitted.



**Home Issues/Parenting Issues:** Record incidents relating to a child's home life and/or relationships outside of school.

**Parental Contact:** This replaces the blue Parent Contact Form. Ensure Form Tutor is alerted.

**Safeguarding:** This category also replaces the Welfare Concern Form. Please use the body map to show any sign of injury. Only the D/DSLs will be able to access this form once you have submitted it. They will give you feedback on actions taken. MAKE SURE THE D/DSL IS ALERTED in the relevant box on the form (this should happen automatically)

**Verbal and aggressive incidents:** Log any verbal and aggressive incidents that you would not classify as bullying. You can link to other students.

**Alerts:**

Tutors and Vice Form tutors will be automatically alerted to all incidents with the exception of Cause for Concern, Safeguarding and Contact with External Agencies. You can manually add members of staff who you feel should be alerted.

If you have dealt with an incident and consider it closed, please change from 'active' to 'closed'. *Don't forget to 'add Action' to record the action taken.*

**Assigning an incident:** If you are dealing with an incident please type your name into this section. If you require someone else to act e.g. the Form Tutor, Head of Seniors or Head of Prep type their name in the relevant section. They will be alerted by email.

**Files:** You can add any relevant files (e.g., minutes of meetings, letters etc.) to support your report.